

A STUDY OF THE EXTRACLASS ACTIVITIES IN CLASS B
HIGH SCHOOLS IN KANSAS

by

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INTRODUCTION

The growing and expanding extraclass program has brought many problems to school administrators. Finding time to work the new activities into the regular school day has been one of the biggest problems. Qualified and interested sponsors, finance, and pupil participation by all pupils have been additional problems.

There has always been the problem of the over crowded curriculum. In past years it has been a question of which book subjects should be taught and which ones could be left out. Extracurricular activities played little or no part in the planning of the curriculum.

About 1910 a few extracurricular activities began to make their appearance. Most of these were not allowed time during the school day to meet. Time had to be taken at noon, before school, or after school was out for the day. Music was the first activity to be given a place in the curriculum by a large number of schools. The following statement points up this fact and was made in a study by Reavis and Van Dyke (12, p. 13).

Records of extracurriculum activities in four secondary schools for the three decades, 1900-1930, show that in the public schools non-athletic activities had made only a small beginning prior to 1910. By 1930 activities in these schools were more than four times the number provided in 1910 for a pupil enrollment which had increased in approximately the same ratio.

From 1930 to the present day extracurricular activities have increased to the point where they are now recognized as an important and integral part of the curriculum. They are no longer

considered extracurricular by most educators but are considered a part of the curriculum. In a study conducted by Hukriede (16, p. 4), in 1938, it was found 73 per cent of the administrators in the study felt extracurricular activities were equally as important or more important than curricular activities.

With the increase in activities has also come the increased responsibilities of finding time in the daily schedule, securing competent sponsors who will not be overloaded with this extra work, raising the necessary funds to carry on the activities, keeping a proper balance between class and extraclass activities, getting student interest and participation, and having those activities that contribute to the growth of boys and girls to help them become better citizens and thereby have a better democracy to live in.

Having found that these problems are the same as many other administrators are facing and wanting to know if the trend is in the direction pointed out previously, this study was undertaken to find out the progress being made and the new problems presenting themselves.

METHOD OF PROCEDURE

Most of the information for this study was taken from questionnaires sent to 250 school administrators who were in charge of high schools with an enrollment of 150 students or less. The list of schools was taken from the Kansas School Directory (5). Schools

of this size were used because the writer is an administrator in this size school and also because there are several times as many schools in this enrollment group as in the others.

The questionnaire was composed of questions on problems expressed by school administrators, problems brought out in a class in extraclass activities in the summer of 1950 at Kansas State College, problems discussed by teachers and supervisors in round table discussions at State Teachers Conventions, and by problems in the writer's own experience. Questions relative to sponsors, finance, scheduling, and athletics make up the bulk of the questionnaire.

In doing reading to get a background of the history of extra-class activities it was found that little has been written on the subject in the past several years. Many of the books written 30 years ago are the main source of material for the information desired. There are some excellent magazines and periodicals supplying information on extraclass activities. Among the leading magazines are the following: Student Life, School Activities, and the Kansas High School Activities Journal. The School Activities magazine has the widest coverage and was drawn on heavily in this study. The National Association of Secondary School Principals issues bulletins on extraclass activities that are timely and valuable.

QUESTIONNAIRE RESPONSE

It was very satisfying to have 185 of the questionnaires returned out of the 250 mailed. Practically all of the questionnaires returned were completely filled in and of value to the study. Many interesting comments were added to some of the answers and these were appreciated. On the basis of the 250 questionnaires sent, the 185 received represent a 74 per cent response. Schools were selected at random from the list in the Kansas School Directory (5) and the only picking of schools was done so that the ratio of enrollment would be about the same for those schools in the study as it is for all schools in class B. Figure 1 locates the schools participating in the study.

QUESTIONNAIRE RESULTS

Question number one dealt with whether extraclass activities should be given school time to meet or whether they should meet outside the school day. As stated by Fretwell (3, p. 7):

In the modern high school, in comparison with the older and more formal type of school, the line of demarcation between curriculum and extracurricular is, fortunately, becoming less sharply drawn.

If all pupil activities were made curricular and closely directed by teachers as most curricular activities are now taught and tested, youth would probably move out to a new frontier.

The replies to question one seem to point out that we are moving in that direction. In order to compensate for the vast

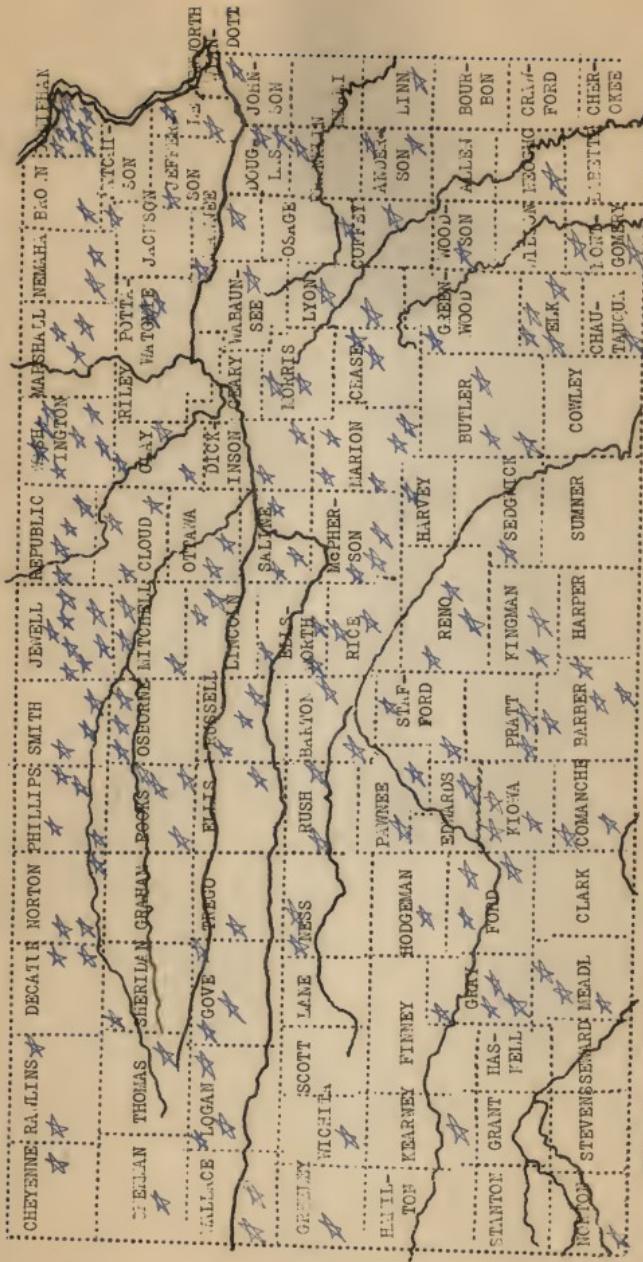


FIG. 1. Each star represents a school in the study.

difference in enrollment between the smallest schools in the study and the larger ones, the schools were divided into two classes, those under 75 in enrollment and those 75 and over.

As shown in Table 1, the schools with an enrollment of less than 75 reported a total of 344 activities meeting during the school day and a total of 96 activities meeting outside the school day. Most of these activities are of the social nature and very few are of the subject type. It would seem we need a bigger emphasis on subject type activities as stated by Fretwell (3, p. 4).

The second thesis requires that wherever possible the extracurricular activities grow out of the curricular activities and return to them to enrich them. Manifestly, this thesis requires that the school be really alive.

Social clubs and organization do play an important part in most of the schools reporting. This is meeting the needs of boys and girls and agrees with Wrinkle (15, p. 222).

Boys and girls of secondary school age definitely need specific knowledge of how to act in purely social situations such as dances, teas, parties, and entertainments.

Pep clubs were reported in 89 schools with enrollments under 75, and 73 of them meet during the school day and 16 meet outside the school day. That is a per cent of 82 meeting on school time and 18 per cent meeting other than on school time. Class plays were reported in 90 of the schools of this enrollment size. Sixty-seven schools, or 74 per cent, practice during the school day and 23 schools, or 26 per cent, have play practice other than during the school day. Other social centered activities mentioned were Kays, Kayettes, Y-Teens, Hi-Y, Lettermen, Carnivals, and Deb-Etts.

Table 1. Activities allowed school time to meet and activities not allowed school time to meet in schools under 75 in enrollment.

Activity	:Allowed school:	:Not allowed:		Per cent
	:time to meet	:Per cent	:school time	
FFA	9	56.3	7	43.7
FHA	8	100.0	0	00
Pep club	73	82.0	16	18.0
Science Club	1	50.0	1	50.0
Photo Club	1	50.0	1	50.0
Math Club	1	100.0	0	00
Home Economics Club	11	68.8	5	31.2
Kays	7	100.0	0	00
Kayettes	15	94.8	1	6.2
Y-Teens	29	93.5	2	6.5
Hi-Y	17	100.0	0	00
Music Club	27	81.8	6	18.2
Lettermens Club	22	71.0	9	29.0
Class Plays	67	74.4	23	25.6
Carnival	33	58.9	23	41.1
Student Council	10	90.9	1	9.1
4-H	1	100.0	0	00
Dramatics	8	88.8	1	11.2
Bird Club	1	100.0	0	00
Deb-Etts	1	100.0	0	00
Totals	342	78.1	96	21.9

Clubs as an outgrowth of a subject are few in number in these small schools. The Future Farmers of America were reported 16 times and 9, or 56 per cent, meet on school time and 7, or 44 per cent, meet other than on school time. Home Economics clubs were mentioned 16 times and 11, or 69 per cent, meet on school time with 5, or 31 per cent, meeting after school hours. Future Homemakers of America, Science Club, Photo Club, Math Club, Student Council, 4-H, Dramatics, and Bird Club were other subject clubs

organized in small schools. Music clubs were found in 33 schools with 27, or 82 per cent, allowed school time and 6, or 18 per cent, not meeting on school time.

The clubs listed in schools with an enrollment of 75 or over are almost identical to those found in schools under 75. There was a noticeable increase in the number of clubs, particularly Future Farmers, Student Councils, Future Homemakers, Y-Teens, and Hi-Y. The National Honor Society was functioning in four schools. Clubs mentioned once were the Thespian Society, Spanish Club, Industrial Arts, Girls' Athletic Association, and Stuntesta. Table 2 shows the results mentioned here. The larger schools reported a total of 357 clubs and activities meeting during the school day and 84 meeting outside the school day. This makes a slightly larger per cent meeting on school time in the larger schools than in the small but not enough larger to be significant. The larger schools per cent of 81 is compared to the smaller schools per cent of 78, and 19 per cent compared to 22 per cent meeting outside the school day. From these figures we see that size of school makes practically no difference in the matter of meeting on school time. The combined totals for both enrollment groups is shown in Table 3. This high per cent of activities being included in the school day is defended by McKown (8, p. 9).

Extracurricular activities must be built upon the broad principle that the school is a laboratory for citizenship and whenever possible the situations in the school should resemble the situations which the future citizen will face. These activities are important and should be recognized as a legitimate part of the school life and work.

Kansas is recognizing the necessity of presenting its students

Table 2. Activities allowed school time to meet and activities not allowed school time to meet in schools 75 and over in enrollment.

Activity	Allowed school: time to meet		Not allowed: school time:Per cent	
		:Per cent		:Per cent
FFA	35	87.5	5	12.5
FHA	22	95.6	1	4.4
Pep Club	59	81.9	13	18.1
Science Club	1	100.0	0	00
Photo Club	5	83.3	1	16.7
Home Economics Club	7	87.5	1	12.5
Kays	14	93.3	1	6.7
Kayettes	25	96.2	1	3.8
Y-Teens	26	100.0	0	00
Hi-Y	17	100.0	0	00
Music Club	14	82.4	3	17.6
Future Teachers Assn.	0	00	1	100.0
Lettermens Club	22	68.8	10	31.2
Class Plays	23	67.9	25	31.1
Carnivals	26	55.3	21	44.7
Student Council	17	89.5	2	10.5
Dramatics	1	100.0	0	00
Nat'l Honor Society	4	100.0	0	00
Thespian Society	1	100.0	0	00
Spanish Club	1	100.0	0	00
Industrial Arts	1	100.0	0	00
Girls Athletic Assn.	2	100.0	0	00
Stuntesta	1	100.0	0	00
Total	374	80.6	85	19.4

Table 3. Activities allowed school time to meet and activities not allowed school time to meet in all schools answering the questionnaire.

Activity	Allowed school: : time to meet		Not allowed: :Per cent: school time:Per cent	
FFA	44	78.6	12	21.4
FHA	30	96.8	1	3.2
Pep Club	132	82.0	29	18.0
Science Club	2	66.7	1	33.3
Photo Club	6	75.0	2	25.0
Math Club	1	100.0	0	00
Home Economics Club	18	75.0	6	25.0
Kays	21	95.5	1	4.5
Kayettes	40	95.2	2	4.5
Y-Teens	55	96.5	2	3.5
Hi-Y	34	100.0	0	00
Music Club	41	82.0	9	18.0
Lettermens Club	44	70.0	19	30.0
Class Plays	120	71.4	48	28.6
Carnivals	59	57.3	44	42.7
Student Council	27	90.0	3	10.0
4-H	1	100.0	0	00
Dramatics	9	90.0	1	10.0
Bird Club	1	100.0	0	00
Deb-Etts	1	100.0	0	00
Future Teachers Assn	0	00	1	100.0
Nat'l Honor Society	4	100.0	0	00
Thespian Society	1	100.0	0	00
Spanish Club	1	100.0	0	00
Industrial Arts	1	100.0	0	00
Girls Athletic Assn.	2	100.0	0	00
Stuntesta	1	100.0	0	00
Total	696	79.4	181	20.6

with a varied and balanced program. The importance we place on activities seem to be in line with a report from Tenney (1⁴, p. 258).

In a study of small high schools in Florida 85 per cent of the principals considered activities an integral part of the program correlated with other phases of the curriculum to meet the students needs and interests.

The next part of the discussion is in relation to the financing of the extraclass activities. In Table 4 the practices in schools under 75 are shown. The Future Farmers organization in all 16 schools were reported self supporting. Of the 89 pep clubs reported, 79 clubs, or 89 per cent, were self financed while 10 clubs, or 11 per cent, used district funds. There were 8 Future Homemaker clubs reported and they were all self financed. Two Science clubs were reported with one being self financed and one using district funds. Two Photo clubs were in schools of this size and one was district supported while the other was self financed. The one math club reported was self financed. Home Economics clubs were reported in 16 schools and 13 clubs, or 81 per cent, were self supporting and 3 clubs, or 19 per cent, used district funds. The seven Kay clubs are self financed. Kayette clubs were reported in 16 schools and all are self supporting. Y-Teen organizations are active in 31 schools and they support themselves financially. The Hi-Y clubs in the 17 schools reporting them were all self financed. In the 33 music clubs reported, 26 clubs, or 79 per cent, were self financed and 7 clubs, or 21 per cent, used district funds. There were 31 Lettermen clubs with 28 clubs, or 90 per cent, self financed and 3 clubs, or 10 per

Table 4. Financing of activities in schools under 75 enrollment.

Activity	: Self :		:District:	
	: Number	:financed:	Per cent:	funds : Per cent
Future Farmers	16	16	100.0	0 00
Future Homemakers	8	8	100.0	0 00
Pep Club	89	79	88.8	10 11.2
Science Club	2	1	50.0	1 50.0
Photo Club	2	1	50.0	1 50.0
Mathematics Club	1	1	100.0	0 00
Home Economics Club	16	13	81.3	3 18.7
Kays	7	7	100.0	0 00
Kayettes	16	16	100.0	0 00
Y-Teens	31	31	100.0	0 00
Hi-Y	17	17	100.0	0 00
Music Clubs	33	26	78.8	7 21.2
Lettermen Clubs	31	28	90.3	3 9.7
Class Plays	90	90	100.0	0 00
Carnivals	56	56	100.0	0 00
Student Council	11	10	90.0	1 9.1
4-H	1	1	100.0	0 00
Dramatics	8	7	87.5	1 12.5
Bird Club	1	1	100.0	0 00
Deb-Etts	1	1	100.0	0 00
Total	437	410	93.8	27 6.2

cent district supported. The 90 schools reporting class plays stated they were self financed. The carnivals are on a self supporting basis in the 56 schools reporting this activity. Student Councils in 10 of the 11 schools reporting them are self financed with one using district funds. The one 4-H club reported was self financed, and 7 of the 8 Dramatics clubs are self financed. It was not reported which activities are used to raise funds in support of other organizations. It is general practice that the carnival is used as a fund raising project for various organizations. In a few schools that the writer is familiar with,

all of the funds that the various organizations raise are put in a central or general fund and pro-rated to the organization on a basis figured out on either a percentage basis or a basis of need. It is general practice in the majority of the schools, though, that each organization must raise its own funds to support its own activities.

The financing of activities in schools of 75 or more enrollment is given in Table 5. The activities reported as being self financed included the Future Farmers, Future Homemakers, Pep Clubs, Science Club, Home Economics Clubs, Kays, Kayettes, Y-Teens, Hi-Y, Future Teachers, Lettermen Clubs, Class Plays, Carnivals, and Dramatics Clubs. One of the six Photo clubs was district financed. There were 14 Music clubs self financed and 3 district financed. In 19 schools with Student Councils, 17 reported them as self financed and 2 reportedly use district funds.

The handling of these funds is one of the important factors involved in extraclass activities. Many activity funds will have hundreds of dollars during the course of a year, and some activity accounts go into the thousands of dollars. It is very important that a system of bookkeeping be set up to insure accuracy in accounting for the money in all the various accounts. Probably the most accepted practice is to have one person in charge of the books in a central office and write all checks for disbursements and give receipts for all money turned in. This places the responsibility and also makes it simpler to keep records and make reports. A fine system of accounting for activity funds was set

Table 5. Financing of activities in schools of 75 or over enrollment.

Activity	Self		District:		
	Number	financed	Per cent	funds	Per cent
Future Farmers	40	40	100.0	0	00
Future Homemakers	23	23	100.0	0	00
Pep Club	72	72	100.0	0	00
Science Club	1	1	100.0	0	00
Photo Club	6	5	83.3	1	16.7
Home Economics Club	8	8	100.0	0	00
Kays	15	15	100.0	0	00
Kayettes	25	25	100.0	0	00
Y-Teens	26	26	100.0	0	00
Hi-Y	17	17	100.0	0	00
Music Clubs	17	14	82.4	3	17.6
Future Teachers	1	0	00	1	100.0
Lettermen Clubs	32	32	100.0	0	00
Class Plays	78	78	100.0	0	00
Carnivals	47	47	100.0	0	00
Student Council	19	17	89.5	2	10.5
Dramatics	1	1	100.0	0	00
Nat'l Honor Society	4	4	100.0	0	00
Girls Athletic Ass'n	2	2	100.0	0	00
Total	434	427	98.4	7	1.6

up by Karns (17) for the Concordia, Kansas, high school, and anyone interested in a complete financial record should consult his thesis.

The payment of taxes and keeping the admission tickets are also more accurately done if handled in the same office by the same person. The student treasurers should keep records of income and expense to check against the central office books at regular intervals. It is a recommendation of the State Department of Education that an audit of the activity account books be made at least once a year. This is one recommendation that should be met

by all school administrators.

One principal sent a copy of the report that is prepared each month to show the transactions for the month in all activity accounts. This report lists beginning balance, receipts, expenditures, and ending balance. The report is posted about the school and a copy is also sent to the school board so that they may know the condition of the funds. Court rulings have held that any money taken in where school facilities are used is properly under the supervision of the school board the same as any other school money. This makes it advisable and proper to keep the board informed about these activity accounts.

It has not been so long ago that a common practice in handling activity funds was to keep them in cigar boxes or other small boxes with the name of the fund they were for on the outside of the box. No record was kept of the income or money paid out except maybe to make a note of it in the box. Various people had access to the boxes and when the principal was called upon to make an accounting for the funds it was often an impossibility to show all the transactions that had taken place. This often led to suspicion and caused some dissatisfaction with the principal. This kind of slip-shod handling of funds missed a chance to give students some practical knowledge of how to do bookkeeping and accounting. To give the students a chance to participate in the handling of funds and keeping receipts and other records connected with activity funds is highly educational.

The school administrator is responsible for the overall

supervision of the activity funds and records. Just as it is necessary to delegate responsibilities and duties in other lines, so it is also necessary and desirable to have some other person responsible for the clerical work of keeping the records here. Often the commerce teacher with his knowledge of bookkeeping is the logical choice; however, the office secretary who is trained along those lines is a good choice for this job. Whoever assumes the job must practice care and accuracy in the handling of these activity accounts.

The most popular method of raising money to support these activities is through the sale of sandwiches, pop, ice cream, and other concessions at athletic contests. This method is popular because it is relatively simple. The crowds are there, and it is the American custom to drink and eat while at these contests. The profit is very satisfying on these sales. A system is worked out whereby the different activities can sell at different games and all get a chance to earn some money to carry on their activity. Dues, admissions, freewill offerings, food sales, paper drives, scrap drives, programs, magazine sales, Christmas card and greeting card sales, rummage sales, sponsoring assembly programs, and club projects are various ways of raising money for these activities. Yearbooks and school newspapers have their own way of raising money by selling ads, signature pages, and subscription rates.

Fund raising campaigns are sometimes abused with the result being that ill feelings spring up between the school and community.

It would be an ideal situation if all activities within the scope of the school could be financed through district funds. Surely, if an activity is worthy of being sponsored by the school, it should as surely be worthy of being sponsored by district funds the same as other parts of the school program are. This would help to eliminate the label extracurricular from these activities and make them a part of the program. Some schools have pioneered along this line by doing away with admissions to athletic contests and by giving the school newspapers and annuals to all students at no cost to the student. This plan has a hard time gaining in popularity because of the added burden to the school district which naturally means higher taxes. Some schools have sold their community on this plan, and it is hoped that others will do the same.

Question number five related to the time allowed for athletic practice during the school day. Some athletics were found in all of the schools that returned the questionnaire. As brought out in Table 6, 13 schools reported they allowed no school time for athletic practice. Between 15 and 30 minutes were allowed for athletic practice by 13 schools. About one-half of the schools reported they had one hour of school time reserved for practicing athletics. The maximum time any school had for practice was between two and one-half and three hours. Forty-four schools have between one and one-half and two and one-half hours provided for athletic practice daily.

The increased use of school busses to transport students to

Table 6. School time allowed for athletic practice.

Minutes	Number	Per cent
Schools under 75 enrollment		
30	7	6.8
45	16	15.5
60	54	52.6
90	22	21.3
120	3	2.9
150	1	.9
Total	103	100.0
Schools over 75 enrollment		
30	6	7.4
45	13	16.0
60	31	38.3
90	14	17.3
120	2	2.5
150	2	2.5
None	13	16.0
Total	81	100.0
All schools answering questionnaire		
30	13	7.1
45	29	15.8
60	85	46.2
90	36	19.6
120	5	2.6
150	3	1.6
None	13	7.1
Total	184	100.0

and from school has certainly done its part in getting activities included in the school day. Busses do not arrive in the morning until a few minutes before school starts and leave a few minutes after it is dismissed in the afternoon. This makes it imperative that if the school is going to meet the activity needs of these students, then it must have them during the day while the students are there.

Another reason for including the activities in the school day is emphasized by McKown (11, p. 210). "According to the census bureau, there are four times as many high school students working now (1951) after school as there were in 1940." They must reach these working students with their activity program. They are in need of recreation of the type that the school can offer.

They are having participation in activities in a large degree, and they must keep it that way. As was pointed out by Bear (1, p. 135), "One of the rising trends seems to be in the direction of more participation, especially in the fields of games and sports, social recreations and outdoor life, and vacation activity." It is equally as important that boys and girls learn to play and have opportunities for social adjustment as it is that they learn the subject matter in their books.

Much has been said about whether they could justify the large expenditures for athletics that they have. The cost of supporting an athletic program for a large number of boys is very great. Practice equipment, game equipment, lights, fields, gymnasiums, officials, transportation, all combine to make the cost run in the

thousands of dollars for schools with football, basketball, baseball, and track. Where does the money come from to provide for these expenditures? Table 7 shows the results of the question on whether athletics are self-supporting or not.

Table 7. Athletics self-financed or using district funds.

Total	Number self-supported	Per cent	Number not self-supported	Per cent
Schools under 75 enrollment				
103	65	63.1	38	36.9
Schools over 75 enrollment				
81	52	64.2	29	35.8
All schools reporting				
184	117	63.6	67	36.4

The size of the school made no significant difference in whether the athletics were self-supporting. The schools with enrollments of 75 or over showed that 64 per cent had athletics on self-supporting basis and 36 per cent had athletics that needed district funds to operate. In schools with enrollments under 75, athletics in 63 per cent of the schools were self-supporting while in 37 per cent of the schools district funds were used to carry on the program.

It is probably true that athletics pay for themselves to a much larger extent when the school has winning teams than when the teams are losing. From information gained by talking with administrators of schools where they do not have night football,

it was found that night football goes a long ways toward putting athletics on a paying basis. Night football draws crowds that can not be equalled by day games.

Since activities are becoming more and more a part of the curriculum and the school day, it was felt desirable to check on the practice of dismissing school for afternoon football games, both home and away, baseball games, and track meets. Basketball is only rarely played in the afternoon so it was not included. Many of the schools are having all football night games so the response was not quite as heavy on football as on the other questions. In the schools with enrollment of under 75 there were 57 answering that they do dismiss for afternoon football games at home. For football games away from home, only 35 dismiss and 23 do not. For baseball games, 65 dismiss and 16 do not. For track meets, 39 schools dismiss and 14 do not. The results for these schools, as well as for those with enrollments of over 75, are shown in Table 8. It was stated in several answers on track that they dismissed only for the League or County track meet.

In the schools with enrollments over 75, it was found that 40 dismiss for home football games and none have school on afternoon of games at home. For games away from home, 29 dismiss classes and 25 do not. For baseball games there were 22 schools dismissing classes and 18 that did not. In schools that have track it was reported that 47 dismiss for track meets and 29 do not. Again it was the same answer on many of the questionnaires, the only track meet dismissed for was the League or County meet.

Table 8. Dismissing school for athletic contests.

			: Classes :		
		: Classes :	: not :		
	Total	dismissed	Per Cent	dismissed	Per Cent
Schools under 75 enrollment					
Football games at home	64	57	89.1	7	10.9
Football games away	58	35	60.4	23	39.6
Baseball games	81	65	80.2	16	19.8
Track meets	53	39	73.6	14	26.4
Schools over 75 enrollment					
Football games at home	46	40	87.0	6	13.0
Football games away	54	29	53.7	25	46.3
Baseball games	40	22	55.0	18	45.0
Track meets	76	47	61.8	29	38.2

Constructing a sound curriculum based on the needs and interests of boys and girls is one task most administrators find hard to do. Even the best of curriculums on paper sometimes fall down when put into practice. How much stress should be placed on book subjects? How many vocational subjects to offer? Does the activity program offered blend in with the rest of the schedule? Looking at Table 9, it is found that administrators in 37 per cent of the schools answering the questionnaire consider some activity in their school to be overemphasized. Sixty-eight replies to the question of whether athletics or any other activities were overemphasized in their schools were answered yes. Sixty-six of the 68 replies stated that athletics were overemphasized, and one school said 4-H was overemphasized while another school replied music was overemphasized. According to the results obtained on

Table 9. Overemphasis on activities or athletics.

		<u>Athletics overemphasized</u>				
:		Total	Yes	Per Cent	No	Per Cent
Schools under 75	104	34	32.7	70	67.3	
Schools over 75	81	32	39.5	49	60.5	
All schools	185	66	35.7	119	64.3	

the questionnaire, it can be said that athletics are receiving too much emphasis in a large number of schools. Other activities seem to be fitting in the overall curriculum satisfactorily.

Outside factors often enter into making athletics emphasized too much. Everybody wants a winner. That statement is particularly true in athletics. The downtown boosters demand that their school beat the neighboring school in athletics and are very dissatisfied if they do not. It gets so bad in some places that coaches are hired or fired on their won and lost record. Very often a coach is hired without the least questioning of whether he is a good classroom teacher; the only interest is if he can put a winning team on the field.

The schools must take their share of responsibility for this situation. The schools have emphasized athletics and winning teams for many years. Stadiums that will seat hundreds of people, lights for the football field, huge gymnasiums with a seating capacity larger than any in the neighboring schools must be built, and all this backed up with a publicity program to get the people in to see the game. Our league standings and won and lost record

are highly advertised in the papers. Athletes are given awards, praised in assemblies and at athletic banquets, given scholarships to college, and otherwise made to feel that they are among the favored few. The Kansas State High School Activities Association has done a fine job in keeping athletics out of the professional class in Kansas. The Association regulates such things as awards to players, length of season, number of games to be played, and eligibility of athletes. The association is a voluntary organization that schools can join or do not have to join. But if your school does not join, either through choice or because it cannot meet the requirements, then you cannot compete with schools that are members.

It is the major responsibility of the school administration to see that athletics are kept in their proper place as one of the enriching activities of the program and not as the main or only activity in the school program. Equal emphasis must be placed on the other activities and academic subjects. The goal to work for is an equal emphasis on all activities that contribute to the wellbeing of boys and girls.

How to reduce the number of activities or take some emphasis off of those that are overemphasized is a problem that can be worked out in each school and one formula will not work for all schools. An analysis of the activities, an evaluation of the program to see if each activity is alive and doing its part to contribute to the overall program, is needed at regular intervals. An activity should justify itself or be dropped from the curricu-

lum. Care must be exercised in dropping activities and also in de-emphasizing them. A public relations program, with the emphasis on participation and not on winning, will help do away with the 'win or else' attitude. High school athletics should not be the measuring stick of a school's success; however, it is often said when referring to a school, that it is the school where they had a good team last year. We cannot and do not want to do away with high school athletics, but when over a third of the schools answering the questionnaire feel athletics are over-emphasized it is time they were put back in their proper place as a part of the curriculum and school day.

The next part has to do with sponsors and their pay for extraclass activities. The ninth question asked if teachers were paid extra for sponsoring or if it was a part of the teaching load. As shown in Table 10, here was another example of the size of the school having no bearing on the answer to the question. In schools with an enrollment under 75 it was reported 91 do not pay extra for sponsoring activities and 13 do pay extra to the sponsors. In schools with 75 or more enrollment it was reported 71 do not pay extra to their sponsors while 10 pay extra for sponsoring. The percentage figures the same for both groups, 88 per cent do not pay their sponsors extra and 12 per cent do pay them extra.

Over half of the administrators answering question number 10 replied that they did not believe teachers should be paid extra for sponsoring extraclass activities. This is one of the main

Table 10. Extra pay for sponsors of activities.

	Total	No extra pay	Per cent	Extra pay	Per cent
Schools under 75	104	91	87.6	13	12.4
Schools over 75	81	71	87.7	10	12.3
All schools	185	162	87.6	23	12.4

reasons why such a large per cent of schools do not pay extra to their sponsors of activities. The administrator is the leader in the school, and if he does not feel that it is necessary to pay teachers extra for this duty, then it will seldom be paid.

According to Fretwell (3, p. 14), "Teachers should be selected and promoted, in part, for their ability to work in the extra-curricular field." Table 11 summarizes the answers to this question. A teacher who must sponsor activities is certainly to be considered in a lightened schedule of class work or on a higher pay scale. Many teachers are not trained to do work with these activities, and it is not proper to assign them an activity to sponsor and expect a good job. It is true that a teacher in a small school should be ready to take his share of sponsoring duties, but it is also just as true that many of our teachers do not have a chance to get the training necessary to do a good job. Hukriede (16, p. 51) found in his study in 1938 that only one college offered a course in extraclass activities and the other colleges in Kansas do very little in training prospective teachers for extraclass sponsoring. The situation has been improved very

Table 11. Should teachers be paid extra for sponsoring activities?

	Total	Yes	Per cent	No	Per cent
Schools under 75	96	43	44.8	53	55.2
Schools over 75	78	35	44.9	43	55.1
All schools	174	78	44.8	96	55.2

little in the past 13 years. College catalogues still list very little in the line of classes that would help the teachers gain knowledge of sponsoring problems. In their practice teaching classes it would be very helpful if colleges required the students to help with activities. To be fair to all parties concerned, the teacher should be consulted about his qualifications to handle extraclass activities before being assigned to these duties. The administrator of the school will be able to help the new teachers get experience in sponsoring by assigning co-sponsors where it is possible.

Administrators who are working the extraclass activities into the daily schedule do not feel that the assigning of extraclass sponsorship adds a burden whereby the teacher should be paid extra. The setting up of a pay scale for sponsoring activities has many problems. Should teachers be paid on an hourly basis, should a flat rate be paid, and how much it is worth for the various activities to be sponsored confronts a person trying to make a just compensation for all sponsors.

The answer to the next question was one the writer felt was

of particular interest and importance. This question asked the administrators to give their biggest problem in regard to extra-class activities. As noted in Table 12, many schools have the same big problems. Time was the problem confronting the greatest number of administrators. State requirements set up the length of class and laboratory periods in total minutes. The Kansas Secondary School Handbook (4, p. 16) lists these requirements.

At least forty minutes in the clear must be given to class periods. For the supervised program sixty minutes must be given to class periods.

Schools organized for the forty-minute periods must devote two eighty-minute periods per week for laboratory.

Schools organized for sixty-minute periods may use two of the sixty-minute periods per week for laboratory.

In penmanship, typewriting, manual training, sewing, cooking, drawing, music, physical education, and other subjects not requiring study outside of class periods, a unit of credit required a course pursued daily with double periods throughout the school year. Where the sixty-minute periods are used, five periods per week throughout the school year are required.

These requirements must be met in order to be an accredited school. Once you have met these requirements it is easy to see why time is so important in the scheduling.

There was quite a variation in the number of teachers employed by schools of approximately the same enrollment. The number of teachers varied in schools under 75 from 3 to 9. In schools over 75 the number of teachers varied from 6 to 13. In two schools with enrollments of 49 it was noted that one school had 4 teachers while the other school had 7. An adequate number of teachers must be employed to carry on a full schedule of activi-

Table 12. Problems relating to extraclass activities.

Problem	:	Number	:	Per cent
Schools under 75 enrollment				
Time		38		36.5
Sponsors		13		12.5
Midweek activities		3		2.9
Don't cover class work		4		3.8
Doing something constructive		1		1.0
Senior trip		1		1.0
Takes children too much		11		10.6
Finance and money-making projects		4		3.8
Students feel activities too important		2		1.9
Students who do not participate		10		9.6
Not enough students		11		10.6
No problems		6		5.8
Total		104		100.0
Schools over 75 enrollment				
Time		44		54.4
Sponsors		18		22.2
Don't cover class work		3		3.7
Takes children too much		4		4.9
Finance and money-making projects		3		3.7
Students feel activities too important		3		3.7
Students who do not participate		4		4.9
Division of sponsors' duties		2		2.5
Total		81		100.0

ties and classes. Many schools find it impossible to hire a sufficient number of teachers because of a lack of funds.

In small schools a rotation of classes or doubling up of classes will give an extra period. By teaching American History to the juniors and seniors one year and Constitution to them the next year you can eliminate teaching both subjects both years and thus save an hour of time. Several schools have found that they

have to lengthen the school day from the traditional 9 to 12 and 1 to 4. Adding a few minutes in the morning and shortening the noon hour can add an extra period without working a hardship. Fifty-four per cent of the larger schools listed time as their big problem and 37 per cent of the smaller schools listed the same problem. Part of this difference was due to a larger number of activities being carried on in the larger schools. The larger schools averaged six and one-half activities and clubs besides athletics per school, and the smaller schools averaged just over five activities per school. Future Farmers of America organizations were reported in 50 per cent of the larger schools while only 15 per cent of the smaller schools reported this organization. Since you find the Future Farmers organization in schools that teach Vocational Agriculture, this would have some bearing on the time problem. Vocational Agriculture is taught in the 60 minute period for five classes a day and this leaves only one hour period for the other activities and athletic practice. Either some activities must be slighted or those enrolled in Vocational Agriculture do not get a chance to participate in some activities.

The problem listed second most often was one concerning sponsors. Such comments as: competent sponsors, interested sponsors, intelligent sponsorship, qualified sponsors, capable sponsors, lack of leadership and direction by sponsor, proper sponsorship, sponsor's inability to understand other sponsors' problems, adequate sponsorship, finding enthusiastic sponsors, getting sponsors to use common sense on out-of-town activities, were found

in the answer to this question. There is evidently quite a need for better sponsorship. As stated by Kutz (6, p. 3), "Enlightened education depends upon enlightened teachers; therefore, the key to the situation is the teacher. The success of the extracurricular program can, in a large degree, be determined by the interest and attitude of the faculty in this program."

Very little is being done in teacher training schools to prepare teachers for extraclass duties. Practically every teacher going to the small schools will have at least one activity to sponsor. It is not proper to send these teachers out without some knowledge of what to expect in sponsoring activities. A general course discussing the problems of teachers in this field would be of benefit to beginning teachers. A workshop patterned after some of those now in existence in many of our colleges would give teachers a chance to work out some of the problems they have encountered during the year.

School administrators must take their share of responsibility for some of the dissatisfaction connected with sponsorship of activities. In many schools the choosing of the sponsor for an activity is left to the vote of the students. This usually amounts to a popularity contest, and there is little or no thought given to the capabilities of the teachers to act as the sponsor for the activity for which they were elected. The administrator must take the initiative to see that the teachers are placed in activities that will neither be out of their field nor overburden them. As stated by Langfitt (7, p. 62), "In many small high schools especial-

ly, the total time required for all extracurricular activities becomes a burden far too heavy for the welfare of the teacher. In preparing the daily schedule provision should be made as far as possible for definite periods for all extra classroom duties."

This overburdening of the teachers is due to several factors. One factor is because teachers in small schools usually teach a full load of classes and any activities assigned are excess work. A teacher overburdened will probably not do a good job of teaching or sponsoring. Another reason for lessening the load so time will be available for sponsoring is because of the emphasis placed on activities at certain times, such as the practice time before a class play and the time immediately before a carnival. At such times the teacher is very busy and must have a lightened load or classroom teaching will suffer.

A number of teachers hold to the old theory that activities should not be given a part in the school day until all of the classroom subjects are taken care of. However, this group is getting smaller and teachers are looking on activities as an essential part of the curriculum. This new outlook is pointed out by Fretwell (3, p. 14). "Teachers should have an appreciation of the value of extracurricular activities, and the ability to value them justly. Every teacher should have, or develop, expert ability in some one or more phases of these fields. It follows that adjustments must be made in teachers' schedules so that the work of the school is adequately distributed and greater success and satisfaction assured." It is evident that emphasis must be placed

on teacher preparation and understanding and on the daily schedule if problems relating to sponsorship are to be minimized.

Schools with fewer than 75 students enrolled had the problem of too few students to adequately carry on an activity program. Eleven schools reported this to be their biggest problem. Several other schools mentioned this as a secondary problem. It was found that a few students often carry the load in the activities. The good student is usually the best athlete, debater, musician, actor, and all-round leader. Schools and sponsors like to have anything they present to the public to be as good as possible and this often leads to the selection of the same few persons for the lead in all activities. This practice should be discouraged and the nonparticipants should be worked in wherever possible, even if it means not quite as good a performance.

Midweek activities present a problem to some schools. High school students often must travel several miles to school, and the number of events that are held during the week can work a hardship on these students. High school boys and girls must have their rest to be able to do a good job in school, and midweek activities often keep them up late.

A few schools listed the fact that they didn't cover class work as they should, to be their big problem. This is a matter of balance and keeping the activities in their proper place and should be worked out without too much trouble.

One small school finds the senior trip dominating its activities. There has been much discussion about senior trips. Some

schools are doing away with them entirely. Other schools are expanding them to include a tour lasting two or three weeks and travelling several thousand miles. The daily newspapers had write-ups this spring of Kansas schools going on senior trips to Canada, Cuba, Florida, California, New England, and other far away places. One of the biggest objections to senior trips is the amount of funds necessary to finance the trip. Many classes work from their freshman year on to have all the money they possibly can save in order that they can take a bigger trip than the preceding senior class. Well planned senior trips can be a valuable educational experience. The sponsoring of these trips is a big item and is a job not many teachers seek.

While only seven schools listed the financing of the extra-class program as their major problem, it presents a problem in all schools. Some money-making projects are necessary in all schools and if not carefully supervised can become a major problem. It takes a great deal of money to finance an activity program.

Students who do not participate in any activities seem to be a problem as well as those who participate in too many. During activity periods these students sit in the study hall or library and their interest seems to be only as a spectator. This usually gives the student too many study halls and too much leisure time. Discipline cases often arise during these activity periods from these folks who do not take part. These students must be gotten interested in the program, or the program expanded to meet their interests.

The division of sponsors' duties was mentioned as a problem. Sponsors have been discussed in a preceding part of this thesis and will not be discussed further. Six small schools reported they had no problems and two large schools reported the same. It is hoped that many more schools will be able to integrate their activities into the curriculum so that their problems will be eliminated.

Questions number 12 and 13 were asked to find if a limit was placed on the number of activities a student can take part in and how the schools, that do limit the number a student takes part in, set the limit. Twenty-one schools reported they limit the number of activities any student can participate in. These schools were all with enrollments over 75. In schools with enrollments under 75, 22 schools reported limiting the number of activities for each student.

Methods used to limit the number of activities for any one student included grades, point system, year in school, guidance, scheduling, officers, school regulations, and the number of activities enrolled in.

It is very desirable that all students take part in activities. By limiting the number each student can participate in, it follows that there will be more opportunities for the other students to take part. Making passing grades in their scholastic work is the most popular way of limiting participation in activities. This raises the question of whether it is wise to leave the students who do not do too well in their subject matter out of activities.

It is often these students who will get more out of activities than they will out of the other phases of their school work. You want these students to get as much good out of their schooling as it is possible for them to, and so you must allow them to be in some activities. To eliminate these students is defeating one of the purposes of education, which is to give every boy and girl a well-rounded education to the limit of their capabilities. Emphasis is being placed on activity participation by the colleges as well as the high schools. This is brought out by McKown (9, p. 42). "Stanford University has just announced a new type of scholarship, the winners of which will be judged on the basis of their innate qualities of leadership as shown by their interest and ability in student activities." This lead by Stanford will probably be followed by other colleges in the future. Business and industry are concerned with the activities of the people that they want to hire. It seems that they would rather hire someone who has been active in activities in school, even though he was not a top student, than they would a top student who did not participate.

Guidance could be one of the more effective methods of controlling student participation in activities. As Wrinkle (15, p. 223) states, "Young people need to learn to choose those activities which are best suited to their needs and abilities, as well as those in which they are interested." With this thought in mind it is apparent that students need help in making wise choices of activities that will help them in their future life. Many students do not realize the values that can be received from parti-

cipation in activities and need this information placed in their hands. Often a nonparticipant is that way because he is timid or shy, and a little encouragement from a faculty member may get him started and active.

The one sure way of limiting students in the number of activities in which they can participate would be to place a number limit on them. By making a rule that no student can take part in more than two activities any semester it would give more opportunities to others to join in. The purpose of limiting activities for each student is not only to give everyone a chance, but also to keep some few students from carrying all the load. Table 13 shows the summary of question 12, and Table 14 summarizes question 13.

The final question on the questionnaire was, do you think we have too many extraclass activities? The schools with an enrollment of 75 or over answered 46 per cent in the affirmative and 54 per cent in the negative. In schools with an enrollment under 75 there were 36 per cent which answered yes and 64 per cent which answered no. There seemed to be no tie-in between any particular problem and whether the administrator thought we had too many activities. The results are shown in Table 15.

Some reasons as to why small schools do not feel there are too many activities would be size of classes, schedule flexibility, and pupil-teacher ratio. Small schools can make changes in their schedule with much greater ease than can the larger schools. Small classes give the teacher a better opportunity to cover the

Table 13. Limiting the number of activities a student may participate in.

	: Limit : participation: in activities:	: No limit : on participation:	
	Per cent:	Per cent:	
Schools under 75	22	21.2	82 78.8
Schools over 75	21	26.0	60 74.0
Total	43	23.2	142 76.8

Table 14. Methods of limiting student participation in activities.

Method of limiting :	Number :	Per cent
Schools under 75 enrollment		
Grades	12	54.6
Point system	6	27.3
Year in school	2	9.1
Number of activities	1	4.5
Offices held	1	4.5
Total	22	100.0
Schools over 75 enrollment		
Grades	9	42.9
Point system	3	14.3
Number of activities	3	14.3
Guidance	2	9.5
Offices held	2	9.5
Scheduling	1	4.75
School regulations	1	4.75
Total	21	100.0

subject matter and also have time to make up work if it is necessary to miss class for some reason. A small school of 40 or 50 will have average classes of from 10 to 15 while in the larger schools it will run around 25 or 30. These large classes take more preparation and individual work to keep the class running smoothly. It is much simpler to schedule play practice during the day in a small school than in a large, as it will not affect so many people. The pupil-teacher ratio in small schools was 8.8 students per teacher and in the larger schools it was 12.5 pupils for each teacher. One factor bringing the pupil-teacher ratio down in the larger schools would be the varied program they offer and special classes where only a few are enrolled. Table 15 summarizes this question.

Table 15. Do we have too many activities?

	: Too many activities	: Not too many: Per cent		
Schools under 75	36	36.0	64	64.0
Schools over 75	36	46.0	42	54.0
All schools reporting	72	40.5	106	59.5

It is not possible to say how many activities are necessary for a school. As we are told by Douglass (2, p. 220), "A list of activities may not be safely prescribed for any given school, no matter how exactly the school, its students, and the local

situation may be described." It takes knowledge of the pupil needs and interests, the community, and the faculty before a program of extraclass activities can be set up. It is known that a well balanced extraclass program will enrich the curriculum and make for a better school to fit the needs of its students.

There has been reluctance on the part of some administrators to give the extraclass activities the place that is rightly theirs. Much of this reluctance comes from outside pressure of people remembering back when they were in school and activities were held outside the school day, and they see no reason for changing. An administrator should be ready to defend the activity program the same as he would defend the subjects offered. As Shannon (13, p. 262) points out,

School activities can be defended just as well under the Seven Cardinal Principles as can the three r's. Were it not so, they would not have survived and thrived as they have, and gained the support of the top philosophers of education which they have.

It must be remembered that our activity program should meet the present needs of boys and girls just as well as the contemplated future needs. You must look at the overall picture and be as certain as you possibly can that you are enriching and not just enlarging the curriculum when you add an activity. It can be as detrimental to add an activity that is not needed as it can be good to add one that is needed. It is stated by McKown (10, p. 82),

Remember that those of us who love extracurricular activities and appreciate their possibilities as educational opportunities should be at one and the same time their most severe and their most intelligent critics. It is not complimentary to us if those who do not have our interest and understanding point out errors and weaknesses which we should have seen.

CONCLUSIONS

1. A majority of all schools answering the questionnaire are including extraclass activities in their school curriculum and giving them school time.
2. Practically all of the extraclass activities listed on the questionnaire returns are self-financed and do not use district funds.
3. Seven per cent of the schools in the study do not have any time during the school day for athletic practice. The average amount of time allowed is 65 minutes and the most time allowed by any school was from 150 to 180 minutes daily.
4. Athletics are the big spectator sports in our high school program. But despite the emphasis placed on athletics and the crowds that attend the games, we find that in over one-third of the schools in the study athletics do not pay their own way.
5. Small schools dismiss classes for athletic contests in a larger per cent of the cases than do the larger schools.
6. More of the activities of the small schools are held during the day and probably account for a greater per cent of dismissals of school.
7. Athletics are considered overemphasized by approximately one-third of the administrators in schools under 75 enrollment. In schools over 75 enrollment, 40 per cent of the administrators thought athletics were overemphasized. This indicates athletics are getting too much attention in the activity program and probably to the detriment of other activities.

8. Eighty-eight per cent of the activity sponsors receive no extra pay for their sponsoring duties.
9. Nearly 45 per cent of the administrators of schools in this study felt that teachers should receive extra pay for sponsoring extraclass activities.
10. Finding a time during the school day to schedule extraclass activities was the problem confronting administrators in over one-half of the larger schools participating in this study.
11. Time, sponsors, and too few children comprise two-thirds of the problems of the smaller schools in extraclass activities.
12. An apparent failing by teacher training institutions to prepare teachers to appreciate and competently sponsor extraclass activities was revealed in the answers to the questionnaire.
13. Twenty-six per cent of the larger schools and 21 per cent of the smaller schools limit by some means the number of activities students may participate in. More widespread limiting of participation will help eliminate many problems.
14. Grades are the prevailing method of limiting student participation in activities. This eliminates many students who need the activities.
15. Activities present many problems but there was a majority of the administrators in all schools in the study who felt that there are not too many. The activities are needed, but the schedule is just becoming too crowded to take care of all the schools offerings without having some conflicts.

16. Activities of a social and recreational nature far outnumber those of the academic nature. Excluding athletics; class plays, carnivals, and pep clubs comprise over one-half of the total activities of the schools in the study.

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APPENDIX

Dear Superintendent:

I would like to take a few minutes of your time by asking your help in a survey I am conducting. Extra-class activities are important and take time and money. As a part of the requirement for my Masters Degree I am making a study of extra-class activities in Class B high schools. Your assistance in filling out and returning this questionnaire will be greatly appreciated. I know you are busy but I feel something worthwhile should come of this study. It is approved by the State Department of Education. Thank you for your cooperation.

School Enrollment _____ Number of Teachers _____

Activities in your school. Underline those you have.
FFA, FHA, Pep Club, Science Club, Photo Club, Math Club, Home Ec Club, Kays, Kayettes, Y-Teens, Hi-Y, Music Club, Future Teachers, Lettermens Club, Class Plays, Carnivals.

and others _____

Which clubs are allowed school time to meet _____

Which clubs must meet outside the school day _____

Which clubs are self financed _____

Which clubs are financed by school funds _____

How much school time is allowed for athletic practice daily _____

Are your athletics financially self supporting _____

Is school dismissed for afternoon football games at home _____,

away from home _____, for baseball games _____, track meets _____

Are athletics or any other activities over emphasized in your school _____

Do teachers sponsoring activities receive more pay or is it part of the teaching load? _____

Should teachers be paid extra for sponsoring activities _____

What is your biggest problem in regard to extra class activities?

Do you limit the number of activities a student may take part in _____

How do you limit them? Point system, grades, other _____

Do you think we have too many extraclass activitites? Yes. No.

A STUDY OF THE EXTRACLASS ACTIVITIES IN CLASS B
HIGH SCHOOLS IN KANSAS

by

DONALD EUGENE NEWELL

A. B., Kansas Wesleyan University, 1947

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education and Psychology

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1951

Purpose

1. To determine the progress toward including extraclass activities in the daily schedule.
2. Ascertain the problems confronting administrators in their extraclass activities.

Procedure

1. After studying available literature, consulting with school men, experience, and problems raised in extraclass activities class, composed a questionnaire covering information on extraclass activities.
2. Mailed a questionnaire to 250 principals in schools with enrollment of 150 or less.
3. Analyzed returns from 185 principals.

Conclusions

1. A majority of all schools answering the questionnaire are including extraclass activities in their school curriculum and giving them school time.
2. Practically all of the extraclass activities listed on the questionnaire returns are self-financed and do not use district funds.
3. Seven per cent of the schools in the study do not have

any time during the school day for athletic practice. The average amount of time allowed is 65 minutes and the most time allowed by any school was from 150 to 180 minutes daily.

4. Athletics are the big spectator sports in our high school program. But despite the emphasis placed on athletics and the crowds that attend the games, we find that in over one-third of the schools in the study athletics do not pay their own way.

5. Small schools dismiss classes for athletic contests in a larger per cent of the cases than do the larger schools.

6. More of the activities of the small schools are held during the day and probably account for a greater per cent of dismissals of school.

7. Athletics are considered overemphasized by approximately one-third of the administrators in schools under 75 enrollment. In schools over 75 enrollment 40 per cent of the administrators thought athletics were overemphasized. This indicates athletics are getting too much attention in the activity program and probably to the detriment of other activities.

8. Eighty-eight per cent of the activity sponsors receive no extra pay for their sponsoring duties.

9. Nearly 45 per cent of the administrators of schools in this study felt that teachers should receive extra pay for sponsoring extraclass activities.

10. Finding a time during the school day to schedule extra-class activities was the problem confronting administrators in over one-half of the larger schools participating in this study.

11. Time, sponsors, and too few children comprise two-thirds of the problems of the smaller schools in extraclass activities.

12. An apparent failing by teacher training institutions to prepare teachers to appreciate and competently sponsor extraclass activities was revealed in the answers to the questionnaire.

13. Twenty-six per cent of the larger schools and 21 per cent of the smaller schools limit by some means the number of activities students may participate in. More widespread limiting of participation will help eliminate many problems.

14. Grades are the prevailing method of limiting student participation in activities. This eliminates many students who need the activities.

15. Activities present many problems but there was a majority of the administrators in all schools in the study who felt that we do not have too many. The activities are needed, but the schedule is just becoming too crowded to take care of all the schools' offerings without having some conflicts.

16. Activities of a social and recreational nature far outnumber those of the academic nature. Excluding athletics; class plays, carnivals, and pep clubs comprise over one-half of the total activities of the schools in the study.